

BRIAN SANDOVAL
Governor

STATE OF NEVADA

PATRICK GAVIN
Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

**1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687 - 9174 · Fax: (775) 687 - 9113**

Victoria Blakeney
Office for a Safe and Respectful Learning Environment
Nevada Department of Education
700 E. Fifth St.
Carson City, NV 89701

Dear Victoria:

Attached are the applications for the Social worker or other licensed mental health professional from Charter Schools that are sponsored by the State Public Charter School Authority (SPCSA). Each school has been provided all needed to conduct the survey with students grade 5-12.

Alpine Academy 1	Nevada Connections 4
Beacon Academy 2	Doral Academy 10
Equipo Academy 2	Imagine 1
Learning Bridge – Ely 1	Leadership 1
Mater 3	Nevada Virtual 2
Oasis 1	Pinecrest 3
Sommerset Skypoint 1	Sommerset Lone Mountain 1
Sommerset Loose 1	Elko 1
Discovery 1	Sommerset NLV 1
Sommerset Stephanie 1	

Sincerely,


Nya M. Berry
Education Programs Professional

BRIAN SANDOVAL
Governor

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Elko
Sommerset NLV

Sincerely,

A handwritten signature in black ink, appearing to read "Nya M. Berry".

Nya M. Berry
Education Programs Professional

#13

**COMPLETE****Collector:** Email Invitation 1 (Email)**Started:** Thursday, December 10, 2015 8:29:35 AM**Last Modified:** Thursday, December 10, 2015 4:39:00 PM**Time Spent:** 08:09:24**Email:** jross@alpineacademy.net**Custom Data:** None**IP Address:** 99.38.55.6

PAGE 1: School Input for Grant Application

Q1: School/Campus Name

Alpine Academy College Preparatory High School

Q2: School/Campus Contact Information for this Grant

Name	Jill Ross
Address	605 Boxington Way Ste 112
City/Town	Sparks
State/Province	NV
ZIP/Postal Code	89434
Email Address	jross@alpineacademy.net
Phone Number	775-356-1166

Q3: Enter your school/campus's total student population.

125

Q4: The state is assuming 1 professional for every 250 students at a school/campus. How many professionals do you plan to hire? This is a whole number--not an FTE.

1

Q5: What is the assumed hourly rate to pay social worker/mental health professional? The state has assumed an hourly rate of \$39 per hour. You may specify a different rate but the state may reduce your award.

39.0

Q6: What is your school's assumed benefits multiplier? For example, if you assume that non-salary compensation and expenses (health, retirement, payroll taxes, etc.) is 20 percent of a salary, you would enter 1.20.

1.3

Q7: How many days of instruction will your school have between January 1 and June 30, 2016? Please include all days when school is in session and when you intend to have a social worker or mental health professional providing services to students.

90

Q8: How long is your school's instructional day?

6.75

Application Narrative

#25

Describe the population of the school. *

The population of Alpine Academy Charter High School includes 125 students ranging in ages from 14 years to 19 years old. The school includes grades 9 through 12 with students working their way through adolescence to young adulthood. The school has 33 freshmen who are experiencing high school for the first time and learning how to successfully navigate the many changes and expectations placed before them. There are 33 sophomores and 24 juniors who also are working their way through the tough teenage years in a College Prep High School. Finally there are 35 seniors preparing to graduate and enter the world of work and college!

Alpine Academy students come from a variety of backgrounds with 25% qualifying for Free and Reduced Lunch. The Special Education population is 22% of the student body and the 504 population is 5% of the student body. These students have learning disabilities, emotional disturbances, Autism, ADD/ADHD, health limitations, and anxiety/depression issues. There are students who are gifted and talented in academics, students who are strong leaders, and students with amazing talents in the arts and sports. Each student is unique with their own set of talents and needs.

Currently the school includes students from single-parent families, blended families, adoptive families, foster families, extended families, and nuclear families. Each with their own set of advantages and trials. Alpine Academy students also face some of the following challenges of adolescence: physical changes, mental and emotional changes, social changes, increased responsibilities and academic expectations. The population of Alpine Academy, experience a remarkable amount of change and growth in four short years

Describe the needs of the population, using supporting data. *

The needs of the population at Alpine Academy are diverse. Because the population consists of adolescent teens, most are experiencing many life changes. The students have changing bodies, changing emotions, changing mental abilities, and changing social lives. They are also setting goals for graduation and college. The school currently hires a school counselor to come in and help students upon request. Just a few examples of situations in which counseling has been requested this year are:

- feeling sad, depressed, anxiety, shy, or stressed out
- dieting or overeating for too long or it becomes a problem (eating disorders)
- cutting and self-injures
- dealing with pregnancy
- coping with a chronic illness (such as diabetes or asthma) or a new diagnosis of a serious problem such as cancer, or cancer in the family
- dealing with family changes such as separation and divorce, or family problems such as addiction or alcoholism.
- trying to cope with a traumatic event, death of a loved one, or worry over world events
- wanting to sort out problems like managing anger or coping with peer pressure or bullying
- dealing with college and career readiness

These needs are not always met because the counselor is not located at the school, but works at another school and comes into Alpine only when requested. According to the U.S. Department of Health and Human Services–Office of Adolescent Health, “approximately one out of five adolescents has a diagnosable mental health disorder, nearly one third show symptoms of depression, one in eight high school seniors have driven under the influence of marijuana, almost half of all high school students reported that they had had sexual intercourse and one in eight adolescent females will become pregnant before turning twenty.”

Even closer to home, the Center for Disease Control and Prevention (2015). National Vital Statistics System found, “Depression symptoms among high school students (grades 9–12), 2013 for the United States reached

the rate of 30% and in Nevada reached the rate of 31%.” The CDC also found the “percent of high school students who report they seriously considered attempting suicide (during the 12 months before the survey) U.S. was 17% and Nevada the rate was 19%.” Alpine Academy students, along with all Nevada high school students should have access to needed services and programs.

Another need at Alpine Academy is the services a counselor can provide for College bound students. Currently, 15% of the seniors are enrolled in dual college credit courses. When surveyed, 80% of seniors plan on attending college once they graduate. The school does not have the resources or staff to provide all the college information and support needed to ensure every student has the opportunity to properly prepare for college. Most parents would also appreciate a counselor to educate them on helping their children prepare for high stakes testing and meet requirements for college. 70% of Seniors will be first generation college bound.

Finally, 5% of Alpine Academy’s population has a Section 504 accommodation plan. A school counselor plays an important role in implementing and ensuring all plans are put into place and followed. The school also has a large Special Education population, 22% and many of them would benefit from the use of a counselor to guide them.

<http://nccd.cdc.gov/youthonline/app/default.aspx>

<http://www.hhs.gov/ash/oah>

Describe how you would propose to use the social worker or other mental health professional to meet the needs of the population. *

Alpine Academy High School would use a social worker to make every effort to meet the needs of the population. The school has 125 students, so even a half time Counselor would better meet the needs than the current very part time Counselor. As stated in the last section, adolescence is a time in one’s life when the brain develops quickly and the body grows and matures fast. A Counselor could give the students the chance to build skills and knowledge that promote positive social and emotional experiences, therefore aiding in a better academic education as well. The Counselor would also be used to help teens develop positive relationships with peers, parents, mentors and teachers. Bullying preventions and counseling would also help the whole school community.

The school Counselor would meet the needs at Alpine by assisting students, staff, and parents with developing good physical health and nutrition, establishing healthy relationships, promoting strong mental health, and understanding reproductive health. The Counselor would further meet the needs of the school community by counseling and educating on substance abuse. Many college and career bound students and their families may rely on a Counselor for information and support in both these important areas of concern.

Finally, a school Counselor would have knowledge about community resources that could help meet the needs of students and families. Many lower income families do not have access to mental health services or insurance to receive counseling. Alpine Academy would like to provide counseling as well as reliable resources to offer all families.

Who is your target audience and how would use the social worker/mental health professional. *

Alpine Academy’s target audience would mainly be the students at the school. Parents, families, teachers, and the community would also be included. A social worker or counselor would be used to mainly meet the needs of the 125 students who attend the school. The age range of 14 to 19 years is a time full of change and pressure. The freshmen may still be going through puberty and all the trials involved. The sophomores are learning about the world and others who live around them. Juniors are facing high stakes tests, growing independence, and increased responsibilities with jobs. Seniors face many life altering decisions and commitments.

All teenagers are learning to communicate and deal with Social Media. Parents as well as teachers need training and communication skills to navigate all the changes successfully. A social worker could make a world of difference by bringing in community resources, offering counseling, and giving training on social and emotional skills! The students at Alpine Academy deserve every resource to achieve success and meet their individual goals. The school gives much effort to help each student, but a counselor on site would help the students reach even greater heights.

**Assurance Form--MAKE SURE TO CLICK
SUBMIT TO FINALIZE UPLOADING THE
FORM!**

*



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Created 10 Dec 2015 4:32:00 PM	99.38.55.6 IP Address
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SECTION IV ASSURANCES


The undersigned provides the following assurances:

1. Through training, professional development and collaboration – all Social Workers and Mental Health Professionals are subject to abiding by the theory of action and mission statement of the Office for a Safe and Respectful Learning Environment.
2. The funding will be utilized to fund the mental health professional. The funds will not be used for any other purpose.
3. The schools and districts funded will administer that Nevada School Climate/Social and Emotional Learning Survey in the spring annually.
4. The district will submit data as requested for the required annual report.
5. If it is determined that a school or district is not implementing the programs or services for which it received money, or does not meet performance levels, a plan of corrective action will be developed and implanted that results in meeting the requirements and/or performance levels.
6. Any remaining balance of funds will not be committed for expenditure after June 30, 2016, and will be reverted to the State General Fund after all payments of money committed have been made.
7. Districts will submit an annual Financial Report.

Signature:



Authorized Representative



Date



Print Name Here



Organization

Budget:

110 days X 6 hours per day = 660 hours

660 X \$37 per hour = \$ 24,420.00

Benefits \$ 9,837.60

Total \$ 34,257.60 per 250 students

Budget Narrative:

Our budget will exclusively be dedicated towards the hourly wage and benefits of a Social Services Professional as indicated in the Request for Information. We estimate that this funding would start by January 15th, 2016.

#4

**COMPLETE****Collector:** Email Invitation 1 (Email)**Started:** Tuesday, December 08, 2015 2:25:22 PM**Last Modified:** Wednesday, December 09, 2015 8:33:04 AM**Time Spent:** 18:07:42**Email:** tambre.tondryk@banv.org**Custom Data:** None**IP Address:** 24.234.173.61**PAGE 1: School Input for Grant Application****Q1: School/Campus Name**

Beacon Academy of Nevada

Q2: School/Campus Contact Information for this Grant

Name

Tambre Tondryk

Address

7360 W. Flamingo Road

City/Town

Las Vegas

State/Province

NV

ZIP/Postal Code

89147

Email Address

tambre.tondryk@banv.org

Phone Number

702-726-8622

Q3: Enter your school/campus's total student population.

581

Q4: The state is assuming 1 professional for every 250 students at a school/campus. How many professionals do you plan to hire? This is a whole number--not an FTE.

2

Q5: What is the assumed hourly rate to pay social worker/mental health professional? The state has assumed an hourly rate of \$39 per hour. You may specify a different rate but the state may reduce your award.

38.52

Q6: What is your school's assumed benefits multiplier? For example, if you assume that non-salary compensation and expenses (health, retirement, payroll taxes, etc.) is 20 percent of a salary, you would enter 1.20.

1.4

Q7: How many days of instruction will your school have between January 1 and June 30, 2016? Please include all days when school is in session and when you intend to have a social worker or mental health professional providing services to students.

105

Q8: How long is your school's instructional day?

8.0

Application Narrative

#5

Describe the population of the school. *

Beacon Academy of Nevada (BANV) is a statewide online high school serving students in grades 9 – 12 between the ages of 14 –22 years of age. The mission of the school is to offer at-risk high school students the choice of an innovative and relevant education, this provides the flexibility and support to graduate from high school with concrete plans for their future.

Although Beacon Academy is an online high school, we offer full tutoring services from 9:00 a.m – 3:00 p.m. Monday – Thursday. Students are encouraged to attend tutoring a minimum of two days per week, but they can choose to work remotely or join us on campus more frequently. Teachers and tutors work with students in small group pull-out sessions or individually in our computer labs. Students that are unable to join us on campus because they live outside the Las Vegas area can attend tutoring remotely. Beacon Academy also provides free 24 hour bus passes to any student who does not have access to transportation for tutoring.

Beacon Academy of Nevada had 547 students enrolled on validation day on October 1, 2015. Since that date our enrollment has increased to 581 students. The majority of students have enrolled with credit deficiencies, or have had a break in their high school education and wish to return to complete their HS diploma. 73.13% of BANV students are at- risk students when including ELL and FRL subpopulations.

Number of Students By Cohort:

2019– 38 (6.9%)
 2018 – 103 (19%)
 2017 – 155 (28%)
 2016 – 182 (33%)
 2015 and earlier, adult students – 69 (12.6%)

Ethnicity of Student Population

Asian– 12 (2.19 %)
 Black/African American– 62 (11.33 %)
 Caucasian/White– 243 (44.42 %)
 Hispanic– 181 (33.09 %)
 American Indian/Alaska Native– 4 (0.73 %)
 Multiple Races– 33 (6.03 %)
 Pacific Islander/ Native Hawaiian– 12 (2.19 %)

At-Risk Subpopulations

ELL – 9 (1.65 %)
 IEP – 66 (12.07 %)
 FRL– 233 (42.60 %)
 Credit Deficient 275 (50.27 %)
 McKinney Vento – 57 (10.42 %)
 Pregnant or parenting – 42 (7.68 %)
 Total At Risk – 400 (73.13 %)

Describe the needs of the population, using supporting data. *

Beacon Academy of Nevada (BANV) promotes the health and wellness of students with a focus on the educational, social and psychological needs of the at-risk student through extensive Student Support Services.

These comprehensive wrap-around services include providing support to our students who: are parenting and pregnant; have mental health or substance abuse concerns; do not have basic needs (clothing, food, and shelter); have a chaotic home life; have a history of truancy and school avoidance; are medically fragile; are credit deficient or past cohort for graduation. School social workers facilitate the student's support system, including family engagement, teachers, administration and community partners as needed.

5.48% of Beacon Academy's students are parenting and pregnant. Our pregnant and parenting students often need referrals to community agencies, parenting and pregnant support group and maternity plans. Many of these students are in need of free childcare while they work in their classes. BANV is in the process of being approved to operate drop-in daycare services for students. This will allow students to bring their children into the building while they are being tutored. This will be a free service to the parenting students.

10.42% of Beacon Academy's population qualify as homeless under the McKinney-Vento Act. The homeless students who attend BANV need information on affordable housing, homeless youth resources, food pantry and SNAP benefits and any other community resource available. Many need counseling to identify how their current housing is impacting their ability to be successful academically. These students also need home visits when they are unable to come into the office.

12.07% of the population is identified as Special Education students. Special Education students need psychosocial assessments, conducted by a school social worker, as part of their evaluation for an IEP. School social workers also provide knowledge to the teachers regarding disabilities and needed supports.

50.27% of Beacon Academy's students are identified as credit deficient. Credit deficient students need academic success plans individualized for their needs. The plans include time management strategies, tutoring recommendations, goals set by the student, access to academic help, and other supportive services. These Success Plan meetings help identify barriers to academic success and provide interventions to improve progress.

42.60% of Beacon Academy's students are identified as FRL. The FRL students need information linking them to community services that can assist financially and their basic needs. Beacon Academy partners with Project 150 to provide non-perishable food items, toiletries and clothing to the students. The student have access to these items through the Beacon Closet, which is located in the Beacon Academy office. Also through Project 150, we are able to provide Holiday Meals to any student that the school social workers identify as in need. These meals are delivered to the students home. Students also need access to free 24 hour bus passes. Beacon Academy provides free 24 hour bus passes to any student who does not have access to transportation for tutoring as well as a free laptop to any student who qualifies as FRL.

Describe how you would propose to use the social worker or other mental health professional to meet the needs of the population. *

Since it's inception of Beacon Academy, the school social workers have been an integral part of how the students are supported and receive their education. Beacon Academy has employed a school social worker since 2010 and currently has two licensed school social workers on staff. These school social workers are trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic support, consultation with teachers, parents and administrators as well as provide individual and group counseling/therapy. School Social Workers work with student concerns in the home, community and in the school, and identify interventions to improve graduation rates.

Specific services that school social workers provide are:

Related Services

Participating in special education meetings as well as Individual Educational Planning Meetings and conducting psychosocial assessments.

Identify how the student's living situation has affected the child's adjustment in school. (home, school, and community)

Preparing a social or developmental history on a child with a disability.

Counseling (group, individual and/or family)

Mobilizing family, school, and community resources to enable the child to learn as effectively as possible in his or her educational program.

Services to Students

Assisting in developing positive behavioral intervention strategies.

Providing crisis intervention.

Developing intervention strategies to increase academic success during the student support meetings.

Assisting with conflict resolution and anger management.

Helping the child develop appropriate social interaction skills.

Assisting the child in understanding and accepting self and others.

Services to Families

Working with parents to facilitate their support in their children's school adjustment.

Alleviating family stress to enable the child to function more effectively in school & community.

Assisting parents to access programs available to students.

Assisting parents in accessing and utilizing school and community resources.

Services to Staff and Teachers

Providing staff with information to better understand factors (cultural, societal, economic, familial, health, etc.) affecting a student's performance and behavior.

Assessing students with mental health concerns.

Developing staff in-service training programs, including building relationship with at-risk students; how to engage students in an online school; how to create student success plans that include the whole students.

Providing direct support to teachers, administration and school counselors when working with students with social and emotional needs.

Providing wrap around services for students by being the liaison between community agencies, the student and the school.

Identifying and reporting child abuse and neglect.

Providing case management for students and families requiring multiple resources. This includes making referrals, following up with students and families regarding services and communicating with the community agencies.

Who is your target audience and how would use the social worker/mental health professional. *

The Target Audience is our at-risk population as described below:

ELL – 9 (1.65 %)

IEP – 66 (12.07 %)

FRL– 233 (42.60 %)

Credit Deficient 275 (50.27 %)

McKinney Vento – 57 (10.42 %)

Pregnant or parenting – 30 (5.48 %)

Total At Risk – 400 (73.13 %)

5.48% of Beacon Academy's students are parenting and pregnant. The school social worker provides support for these students that include referrals to community agencies, parenting and pregnant support group and

maternity plans.

10.42% of Beacon Academy's population is McKenny Vento. The school social workers provide these students with information on affordable housing, homeless youth resources, food pantry and SNAP benefits and any other community resource available. School social workers also provide students with counseling to identify how their current housing is impacting their ability to be successful academically. School social workers at Beacon Academy are able to provide home visits to students in the Las Vegas area who are unable to come into the office.

12.07% of the population is identified as Special Education students. School social workers conduct psychosocial assessments for students who need evaluated for an IEP. School social workers also provide knowledge to the teachers regarding disabilities and needed supports.

50.27% of Beacon Academy's students are identified as credit deficient. School social workers provide support to these students by facilitating student success plan meetings for any student who is at risk for not earning full credit each term. These meetings help identify barriers to academic success and provide interventions to improve progress.

42.60% of Beacon Academy's students are identified as FRL. School social workers provide support to these students and families by providing and linking them to community services that can assist financially and provide basic needs for them. Beacon Academy also partners with Project 150 to provide non-perishable food items, toiletries and clothing to the students. The student have access to these items through the Beacon Closet, which is located in the Beacon Academy office. Also through Project 150, we are able to provide Holiday Meals to any student that the school social workers identify as in need. These meals are delivered to the students home. Beacon Academy also provides free 24 hour bus passes to any student who does not have access to transportation for tutoring as well as a free laptop to any student who qualifies as FRL.

**Assurance Form—MAKE SURE TO CLICK
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*



banv_assurances.pdf

(Moved to Dropbox folder /Assurances)

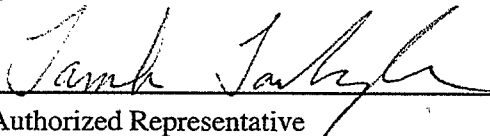
Created 8 Dec 2015 3:05:23 PM PUBLIC	24.234.173.61 IP Address
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4. The district will submit data as requested for the required annual report.
5. If it is determined that a school or district is not implementing the programs or services for which it received money, or does not meet performance levels, a plan of corrective action will be developed and implanted that results in meeting the requirements and/or performance levels.
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7. Districts will submit an annual Financial Report.

Signature:



Authorized Representative

Tambre Tondryk, Principal

Print Name Here

12/8/2015

Date

Beacon Academy of
Nevada

Organization

Budget:

110 days X 6 hours per day = 660 hours

660 X \$37 per hour = \$ 24,420.00

Benefits \$ 9,837.60

Total \$ 34,257.60 per 250 students

Budget Narrative:

Our budget will exclusively be dedicated towards the hourly wage and benefits of a Social Services Professional as indicated in the Request for Information. We estimate that this funding would start by January 15th, 2016.

#11

COMPLETE



Collector: Email Invitation 1 (Email)
Started: Thursday, December 10, 2015 8:30:10 AM
Last Modified: Thursday, December 10, 2015 12:45:24 PM
Time Spent: 04:15:13
Email: bphillips@doralacademynv.org
Custom Data: None
IP Address: 24.234.49.226

PAGE 1: School Input for Grant Application

Q1: School/Campus Name

Doral Academy of Nevada

Q2: School/Campus Contact Information for this Grant

Name

Bridget Phillips

Address

2568 Fire Mesa Street

City/Town

Las Vegas

State/Province

NV

ZIP/Postal Code

89128

Email Address

bridget.phillips@doralacademynv.org

Phone Number

702-334-8201

Q3: Enter your school/campus's total student population.

2660

Q4: The state is assuming 1 professional for every 250 students at a school/campus. How many professionals do you plan to hire? This is a whole number--not an FTE.

10

Q5: What is the assumed hourly rate to pay social worker/mental health professional? The state has assumed an hourly rate of \$39 per hour. You may specify a different rate but the state may reduce your award.

39.0

Q6: What is your school's assumed benefits multiplier? For example, if you assume that non-salary compensation and expenses (health, retirement, payroll taxes, etc.) is 20 percent of a salary, you would enter 1.20.

1.43

Q7: How many days of instruction will your school have between January 1 and June 30, 2016? Please include all days when school is in session and when you intend to have a social worker or mental health professional providing services to students.

101

Q8: How long is your school's instructional day?

6.8

Application Narrative

#19

Describe the population of the school. *

Doral Academy of Nevada's arts integration strategies engage all students, and families are responding. Specifically, throughout the DAN network of schools, there has been almost 360% growth in DAN's total Special Education population, 276% growth in DAN's ELL population, and a 192.86% increase in students on 504 plans. In addition to DAN's swiftly-growing special need population, DAN also attracts students that, on average, tend to struggle with sensitivity, coping, anxiety, and conflict resolution skills. This creates a dire need for impactful student support services to proactively address potentially destructive behaviors such as cutting, angry outbursts, and other mental health challenges.

Describe the needs of the population, using supporting data. *

Doral Academy of Nevada students face similar mental health struggles across campuses. First, our elementary and upper school students have difficulties with conflict resolution, leading to several peer conflicts requiring the assistance of a school counselor. Although few of these incidents involve true bullying (where one student is continually and purposefully verbally or physically harming another student), students nonetheless require intense training and assistance with conflict resolution and effective communication to prevent these conflicts from escalating further.

Additionally, several DAN students struggle with anxiety (including school-related anxiety or social anxiety), excessive worrying, depression, and challenges related to family issues (with divorce being the most common challenge students face). These challenges lead to some incidences of highly destructive behaviors. To limit negative impact on student academic performance and student quality-of-life, students – particularly those in upper school – need a broad continuum of support.

DAN students also struggle with anger management and the lack of coping skills, particularly in our elementary schools. Specifically, many of our students struggle with identifying and controlling their emotions. As a result, they act out in class or have peer issues in the lunch room or playground. Direct training in developing coping skills and finding ways to identify their "anger triggers" would greatly benefit students.

In terms of official diagnoses, many DAN students have been diagnosed with conditions including, but not limited to ADD, ADHD, bipolar, anxiety, depression, traumatic brain injury and/or panic disorder. It is not uncommon for students with autism to have a comorbidity of one of the above diagnoses. Some DAN students threaten or inflict self-harm while at home or at school, including suicide and/or cutting behavior. Many of these students are on medication and require ongoing medical follow-up. Often, parents/guardians request information from the school staff (counselor, school nurse, administration, and/or classroom teacher) for their children's doctor appointments. Once appointments occur, medications may be changed or further input is needed by the doctor. Coordination of care at school between appropriate school staff must be arranged. The needs of the DAN student population for in-school mental health professionals are exacerbated by the fact that many students with acting out behaviors that do not have an official medical diagnosis, nor have they even been evaluated by their primary care provider or a mental health professional.

The breakdown of duties for the one full-time School Counselor at one DAN campus illustrates the seriousness of mental health needs. This counselor spends 70% of her time in individual or small group responsive counseling with students, meeting with 263 students since the first day of the 2015–16 school year. Of these students, 155 have been middle school students and 108 have been elementary students. 95% of the counseling has been social/emotional, (anxiety, depression, peer relations, family issues) and 5% has been academic. Counseling relating to academic challenges will be increasing after meeting with middle school students who are not currently passing one or more of their core subjects.

Describe how you would propose to use the social worker or other mental health professional to meet the needs of the population. *

Doral Academy of Nevada will use mental health professionals (School Counselors) to provide character education lessons one time per month in elementary classrooms. School Counselors will also meet with students individually who have been referred by their parents, teachers, or themselves. Finally, the School Counselors will conduct small groups for 6–8 students at a time targeting subjects such as social skills and study skills.

The School Counselors proactive services are further facilitated through DAN's Advocacy class periods, where classroom teachers are matched with small groups of students to provide support on the day-to-day challenges students face unrelated to mental health. The School Counselors will regularly visit these Advocacy classes to provide preventative instruction on various life skills that address the overall needs of the student population. However, the School Counselors' individual sessions are more reactive and are meant to address the need or problem of a student that has been identified by an outside party or the individual student.

The School Counselors will be implementing proactive programming as outlined below (modifying and prioritizing based on student needs):

Group Counseling:

To aid the transition into middle school, the School Counselor will assist in operating a six week "Organizational Boot Camp" (Study Skills) for 6th graders. This group meets one day a week, at the students' lunch for six consecutive weeks where we cover topics such as keeping an organized binder and backpack, using a daily planner, and breaking down large assignments.

Classroom Guidance Lessons:

Classroom guidance counseling occurs once a month in all elementary classrooms. Each month a different topic is covered. The following topics will be covered this year:

- September – Introduction
- October – Bullying
- November/December – Tolerance/Differences
- January – Self Esteem
- February – Kindness
- March – Test Anxiety
- April/May – Careers

Advocacy support is given to the middle school teachers by providing materials that can be implemented in the teacher's Advocacy classes.

Be Brave:

Be Brave is a program in conjunction with Nevada Child Seekers that teaches students to be brave and stand up for themselves and their peers. The program will be supported by monthly activities. The program was introduced in October and in November. A "Be Brave" t-shirt contest where students submitted t-shirt designs for our Be Brave spirit t-shirt. The submissions were narrowed down to the top four and the entire student body voted for their favorite. The design with the most votes won. Be Brave t-shirts with the winning design are currently being created. This month the Leadership class made a video about being an "Upstander" that will be shown to all the students in the school. Next week students will pledge to be an "Upstander" and will be tying a ribbon on the fence around the school yard that states "I am an Upstander."

Peer Mediation:

Third Grade, Exceeds Standards: 48.1, 53.2
Third Grade, Meets Standards: 29.6, 21
Third Grade, Approaches Standards: 22.2, 21
Third Grade, Emergent Development: 4.8
Fourth Grade, Exceeds Standards: 31.1
Fourth Grade, Meets Standards: 60
Fourth Grade, Approaches Standards: 8.9
Fourth Grade, Emergent Development: 0
2014–2015, Smarter Balanced Assessment: Math, Third Grade
Advanced: 13.3%
Proficient: 37.3%
Partially Proficient: 33%
Novice: 16%
2014–2015, Smarter Balanced Assessment: Math, Fourth Grade
Advanced: 27.7%
Proficient: 29.8%
Partially Proficient: 31.9%
Novice: 10.6%
2014–2015, Smarter Balanced Assessment: Math, Fifth Grade
Advanced: 22.2%
Proficient: 22.2%
Partially Proficient: 38.9%
Novice: 16.7%
2014–2015, Smarter Balanced Assessment: Reading, Third Grade
Advanced: 18.7%
Proficient: 21.3%
Partially Proficient: 38.7%
Novice: 21.3%
2014–2015, Smarter Balanced Assessment: Reading, Fourth Grade
Advanced: 28.8%
Proficient: 21.2%
Partially Proficient: 28.8%
Novice: 21.2%
2014–2015, Smarter Balanced Assessment: Reading, Fifth Grade
Advanced: 25%
Proficient: 27.8%
Partially Proficient: 25%
Novice: 22.2%

Character Development

2011–2012: The teachers considered the Character Development framework a curriculum and not a program. We collectively decided that to support the development of successful students, we had to empower them with the knowledge of great character. The efforts exerted by the staff and students during our first year helped earn our school the Imagine Schools 2012 Positive Character Development New School of the Year Award.

2012–2013: The school year began with a professional development session that outlined our character development expectations on our school campus. With an increased student population and a larger staff, it was important to supply the staff with the tools required to continue our great work in the area of character development. During professional development, each staff member was equipped with a character binder. The character binder served as a resource for teachers and was aligned with the school calendar and the curriculum. Staff members learned about the character core values and how each could be infused into academic content instruction. The binder included reading resources, classroom activities, and popular book suggestions. Meaningful quotes were included to help create common language throughout the school campus. The staff

was also introduced to the popular book *How Full Is Your Bucket?* and bucket filling became a well-received concept on our school campus. In response to inappropriate language around bullying, the school also designed and adopted an anti-bully campaign. The character coordinator left during the year so the follow-up with the end of the year evaluation fell short resulting in a poor character grade.

2013–2014: The third year of implementation was very similar to the second year due to our success with the program. There were improvements and additions made in an effort to continue to grow and make progress with the character development program. Imagine Mountain View had a constant and valuable voice on national character calls to gather new and effective ways of implementing a strong sense of moral and performance character. The character development goals were redesigned to be more specific and measurable with input received from many stakeholders, including teachers and parents. Another new and exciting component to the program was the addition of Character Corner in the weekly newsletter, the “Catching Character” program, and the implementation of the Performance Character values. Additionally, there have been many efforts made in tracking and measuring the success of the various programs through the use of logs and surveys.

2014–2015: Energized and ready to go, the character calendar has integrated both the value traits and the performance traits.

In addition, ISMV has a strong shared values focus. Our staff are involved in the decision making process and are always informed of our fiscal status and we work together to make changes for the best interest of our students, staff and community.

Describe the needs of the population, using supporting data. *

ISMV has a steady population of students who have significant emotional needs per IEPs and 504 plans. Our Special Education team dedicates approximately 25% of their time working with students who have social/emotional issues. In addition, we have approximately 10% of our population that requires services provided by a social worker, however they are not being addressed because these students are not special education identified or have any documentation indicating they require these services.

Describe how you would propose to use the social worker or other mental health professional to meet the needs of the population. *

The social worker would be required to meet with those who have social/emotional as identified in their IEPs, as well as form groups of students and work with students one on one based on their specific needs. The social worker would provide a schedule and meet with the students on her caseload weekly, as well as communicate regularly with parents/guardians and forms parental groups to meet the needs of the children. It would be expected of the social worker to provide strategies to children and parents, monitor their progress and provide data to the Administrative team, as well as attend IEP meetings, as appropriate.

Further, the social worker would be required to meet with students who are exhibiting leadership skills and sound character to continue to further develop those skills so that they can support their peers.

Who is your target audience and how would use the social worker/mental health professional. *

ISMV's target audience are those students who are IEP/504 identified social/emotional needs as well as students who are not identified via SPED or 504, however they exhibit regular behaviors of frustration, anger management, etc.

Assurance Form--MAKE SURE TO CLICK SUBMIT TO FINALIZE UPLOADING THE FORM!

*



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Created
9 Dec 2015

98.180.229.132

IP Address

SECTION IV ASSURANCES

The undersigned provides the following assurances:

1. Through training, professional development and collaboration – all Social Workers and Mental Health Professionals are subject to abiding by the theory of action and mission statement of the Office for a Safe and Respectful Learning Environment.
2. The funding will be utilized to fund the mental health professional. The funds will not be used for any other purpose.
3. The schools and districts funded will administer that Nevada School Climate/Social and Emotional Learning Survey in the spring annually.
4. The district will submit data as requested for the required annual report.
5. If it is determined that a school or district is not implementing the programs or services for which it received money, or does not meet performance levels, a plan of corrective action will be developed and implanted that results in meeting the requirements and/or performance levels.
6. Any remaining balance of funds will not be committed for expenditure after June 30, 2016, and will be reverted to the State General Fund after all payments of money committed have been made.
7. Districts will submit an annual Financial Report.

Signature:

Eve Breier
Authorized Representative

12/9/15
Date

Eve Breier
Print Name Here

Imagine Schools at
Organization Mountain View

Budget:

110 days X 6 hours per day = 660 hours

660 X \$37 per hour = \$ 24,420.00

Benefits \$ 9,837.60

Total \$ 34,257.60 per 250 students

Budget Narrative:

Our budget will exclusively be dedicated towards the hourly wage and benefits of a Social Services Professional as indicated in the Request for Information. We estimate that this funding would start by January 15th, 2016.

#2

**COMPLETE****Collector:** Email Invitation 1 (Email)**Started:** Friday, December 04, 2015 3:16:26 PM**Last Modified:** Monday, December 07, 2015 5:14:14 PM**Time Spent:** Over a day**Email:** bryon@lanv.org**Custom Data:** None**IP Address:** 24.120.211.13**PAGE 1: School Input for Grant Application****Q1: School/Campus Name**

Leadership Academy of Nevada

Q2: School/Campus Contact Information for this Grant

Name	Bryon Richardson
Address	7495 W Azure Dr
City/Town	Las Vegas
State/Province	NV
ZIP/Postal Code	89130
Email Address	bryon@lanv.org
Phone Number	(702) 350-1472

Q3: Enter your school/campus's total student population.

261

Q4: The state is assuming 1 professional for every 250 students at a school/campus. How many professionals do you plan to hire? This is a whole number--not an FTE.

1

Q5: What is the assumed hourly rate to pay social worker/mental health professional? The state has assumed an hourly rate of \$39 per hour. You may specify a different rate but the state may reduce your award.

35.0

Q6: What is your school's assumed benefits multiplier? For example, if you assume that non-salary compensation and expenses (health, retirement, payroll taxes, etc.) is 20 percent of a salary, you would enter 1.20.

1.2

Q7: How many days of instruction will your school have between January 1 and June 30, 2016? Please include all days when school is in session and when you intend to have a social worker or mental health professional providing services to students.

95

Q8: How long is your school's instructional day?

7.0

Application Narrative

#3

Describe the population of the school. *

Leadership Academy of Nevada is a virtual school serving students in grades 6 – 12 with a majority of our students in the Las Vegas area, with others scattered throughout rural Nevada. Our mission is to serve students who are highly-motivated and self-directed to help them become disciplined leaders. Our students come from different backgrounds: Hispanics=19%; Black=3%; 67%=white; Native Hawaiian/Native American=2%; Multiracial=8%. We have 23% students who qualify for Free and/or Reduced lunch.

Describe the needs of the population, using supporting data. *

Due to our challenging curriculum and virtual platform, we currently have 25% of our students failing the majority of their classes. As we work with these students to improve their achievement, we are finding that the bottom 10% have attendance issues or other family/home environment issues that are prohibitive factors in their academic success.

Describe how you would propose to use the social worker or other mental health professional to meet the needs of the population. *

Leadership Academy of Nevada will assign the social worker to the 10% of our students and families to work with them on setting strategies and plans in the home to help them succeed academically. These students and families need help in the home setting guidelines and/or rules in their home to increase the academic success of their students. As our students attend class virtually from home, it is integral that students have a safe, secure environment from which to work. For the majority of our families this w

Who is your target audience and how would use the social worker/mental health professional. *

Who is your target audience and how would use the social worker/mental health professional.
As stated above, we would have the social worker/mental health professional work with students and families who are struggling with a safe/secure home which is integral in the success of students in a virtual school setting.

Assurance Form--MAKE SURE TO CLICK SUBMIT TO FINALIZE UPLOADING THE FORM!

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nscels_survey.pdf
(Moved to Dropbox folder /Assurances)

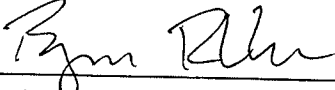
Created 7 Dec 2015 5:12:36 PM	24.120.211.13 IP Address
PUBLIC	

SECTION IV ASSURANCES

The undersigned provides the following assurances:

1. Through training, professional development and collaboration – all Social Workers and Mental Health Professionals are subject to abiding by the theory of action and mission statement of the Office for a Safe and Respectful Learning Environment.
2. The funding will be utilized to fund the mental health professional. The funds will not be used for any other purpose.
3. The schools and districts funded will administer that Nevada School Climate/Social and Emotional Learning Survey in the spring annually.
4. The district will submit data as requested for the required annual report.
5. If it is determined that a school or district is not implementing the programs or services for which it received money, or does not meet performance levels, a plan of corrective action will be developed and implanted that results in meeting the requirements and/or performance levels.
6. Any remaining balance of funds will not be committed for expenditure after June 30, 2016, and will be reverted to the State General Fund after all payments of money committed have been made.
7. Districts will submit an annual Financial Report.

Signature:



Authorized Representative

12/7/2015

Date

BRYAN RICHARDSON

Print Name Here

Leadership Learning

Organization

Budget:

110 days X 6 hours per day = 660 hours

660 X \$37 per hour = \$ 24,420.00

Benefits \$ 9,837.60

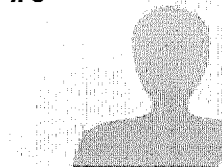
Total \$ 34,257.60 per 250 students

Budget Narrative:

Our budget will exclusively be dedicated towards the hourly wage and benefits of a Social Services Professional as indicated in the Request for Information. We estimate that this funding would start by January 15th, 2016.

#6

COMPLETE



Collector: Email Invitation 1 (Email)

Started: Wednesday, December 09, 2015 10:43:06 AM

Last Modified: Wednesday, December 09, 2015 12:15:23 PM

Time Spent: 01:32:17

Email: wkrch@elylearningbridge.org

Custom Data: None

IP Address: 206.174.161.20

PAGE 1: School Input for Grant Application

Q1: School/Campus Name

Learning Bridge Charter School

Q2: School/Campus Contact Information for this Grant

Name

Warren Krch

Address

505 S. Pioche Hwy.

City/Town

Ely

State/Province

NV

ZIP/Postal Code

89301

Email Address

wkrch@elylearningbridge.org

Phone Number

7752893500

Q3: Enter your school/campus's total student population.

180

Q4: The state is assuming 1 professional for every 250 students at a school/campus. How many professionals do you plan to hire? This is a whole number--not an FTE.

1

Q5: What is the assumed hourly rate to pay social worker/mental health professional? The state has assumed an hourly rate of \$39 per hour. You may specify a different rate but the state may reduce your award.

39.0

Q6: What is your school's assumed benefits multiplier? For example, if you assume that non-salary compensation and expenses (health, retirement, payroll taxes, etc.) is 20 percent of a salary, you would enter 1.20.

1.6

Q7: How many days of instruction will your school have between January 1 and June 30, 2016? Please include all days when school is in session and when you intend to have a social worker or mental health professional providing services to students.

99

Q8: How long is your school's instructional day?

6.5

Application Narrative

#9

Describe the population of the school. *

White Pine County is set in a very rural part of Nevada. We are 250 miles from Salt Lake City, UT; Twin Falls, ID; Las Vegas and Fallon, NV. Primary employers are two mines, a maximum security prison, a large Bureau of Land Management Office, a National Park and many ranches. Support services supply community needs including a Hospital, Care Center, and small Mental Health Facility. We are primarily a blue-collar community with a rich history.

Our school draws students from all these entities. Our FRL is 26.7%. We have 23% Hispanic, 0% Black, 4% Native American, 3% Multi-Racial, 1% Native Hawaiian, and 69% Caucasian.

Our maximum class size is established at 20 students. The culture of the school reflects a conservative, close-knit family. Our K-8 setting often brings the student body together for assemblies, lunchtime and after school programs. We gather together at the end of each school day for pick-up. Volunteers team with the staff and administration to place kids in cars for the ride home.

Our staff is presently concerned about several student's and family's well-being. Law Enforcement and Division of Child and Family Services have generally not had enough evidence to conduct investigations of concerns we have reported. We are, however, trying to help our students cope with the issues that are interfering with their school success.

Ely's population is 4,400. Six members of our community have committed suicide to date this year. This startling data demonstrates the need for intense counseling, both for the supervisors and for those contemplating self destruction. Our local families and children suffer at home AND AT SCHOOL because of this. In addition, more than 90% of the arrests by law enforcement in our community were alcohol and drug related. Many of these stem from domestic violence calls. Clearly, the disruptive behavior related to this abuse spills, again, into the home and at school.

We clearly need a professional to help us understand, prevent and treat these issues and help us cope with the resulting psychological stress and trauma.

Describe the needs of the population, using supporting data. *

Staff concentrates on the theme of individuals working together for the common good. The Covey 7 Habits concepts are visible throughout the school. Occasionally our 7 Habits skills fall short and some of our students need more individual time sorting out issues of hunger, discipline, grief, tough times at home, suicide, depression, death in the family or community, etc.

Forty-six referrals have been made this year to the principal related to these problems. A specialist is trained specifically in these issues would lead to a quicker resolution and development of coping skills. In more extreme cases quicker law enforcement and Division of Child and Family Services, involvement could occur. The professional's intervention could also lead to resolution of personal problems encountered by children within our school. Our family-related culture and climate would be much more stable if we had the professional help guaranteed by this grant.

Describe how you would propose to use the social worker or other mental health professional to meet the needs of the population. *

The professional would not be used as a part of the disciplinary process. Instead, the administrator and staff would make referrals to the worker generally based on non-cognitive issues disrupting children's academic, personal and social success.

Our school is presently studying suicide prevention. A suicide prevention program, led by Janett Massolo, Division of Public and Behavior Health, is being organized here in Ely. The professional would work closely with the resulting program and would become familiar with Crisis Call Center, Safe Place, and Nevada 211. The professional would also work, when appropriate, with Ely's mental health professionals.

Learning Bridge's Charter specifies Covey's 7 Habits as the center of our family-oriented, school environment

and culture. The professional would use the Covey 7 Habits when appropriate to help guide student self-worth. Our limited class size (20) allows teachers to be more intensely aware of student's behaviors and mental health concerns. Our parent-contact is very high: this leads to home based situational concerns. Staff, then, sometimes based on parent observations would be instrumental in making referrals to the professional. The worker would also work with parents. It would be expected that he/she would include the parents when deemed appropriate.

Of course, in instances of suspected abuse, the professional would take the appropriate steps to involve law enforcement and social services.

Who is your target audience and how would use the social worker/mental health professional. *

The students of Learning Bridge Charter School would be the targeted audience for the services of the worker. The use of the worker is described above.

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SECTION IV ASSURANCES

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6. Any remaining balance of funds will not be committed for expenditure after June 30, 2016, and will be reverted to the State General Fund after all payments of money committed have been made.
7. Districts will submit an annual Financial Report.

Signature:


Authorized Representative

12/9/15
Date

Warren Kreh
Print Name Here

Learning Bridge Charter
Organization

Budget:

110 days X 6 hours per day = 660 hours

660 X \$37 per hour = \$ 24,420.00

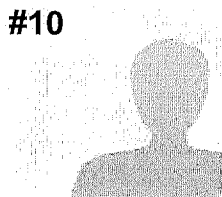
Benefits \$ 9,837.60

Total \$ 34,257.60 per 250 students

Budget Narrative:

Our budget will exclusively be dedicated towards the hourly wage and benefits of a Social Services Professional as indicated in the Request for Information. We estimate that this funding would start by January 15th, 2016.

#10

**COMPLETE****Collector:** Email Invitation 1 (Email)**Started:** Wednesday, December 09, 2015 2:33:36 PM**Last Modified:** Thursday, December 10, 2015 12:08:56 PM**Time Spent:** 21:35:19**Email:** Renee.Fairless@materacademynv.org**Custom Data:** None**IP Address:** 24.120.11.103

PAGE 1: School Input for Grant Application

Q1: School/Campus Name

Mater Academy of Nevada

Q2: School/Campus Contact Information for this Grant

Name

Renee Fairless

Address

3445 Mountain Vista

City/Town

Las Vegas

State/Province

NV

ZIP/Postal Code

89121

Email Address

renee.fairless@materacademynv.org

Phone Number

702-485-2400

Q3: Enter your school/campus's total student population.

789

Q4: The state is assuming 1 professional for every 250 students at a school/campus. How many professionals do you plan to hire? This is a whole number--not an FTE.

3

Q5: What is the assumed hourly rate to pay social worker/mental health professional? The state has assumed an hourly rate of \$39 per hour. You may specify a different rate but the state may reduce your award.

40.0

Q6: What is your school's assumed benefits multiplier? For example, if you assume that non-salary compensation and expenses (health, retirement, payroll taxes, etc.) is 20 percent of a salary, you would enter 1.20.

1.43

Q7: How many days of instruction will your school have between January 1 and June 30, 2016? Please include all days when school is in session and when you intend to have a social worker or mental health professional providing services to students.

110

Q8: How long is your school's instructional day?

6.5

Peer Mediation is a group of students in 3rd – 5th grade who have gone through an application process where they wrote an essay on why they feel they would make a good peer mediator as well as teacher recommendations. Students were then trained to uphold our peer mediation mission by helping students during lunch recess solve issues that come up with their peers. A meeting was held with students once a week to debrief and students could ask for guidance when necessary. Students will be making videos on rules for the play group games. “Caring Counts” will be introduced to the students, which is a program where students will be given a coupon when they are caught doing something caring for the school. All coupons will be turned in for a monthly drawing. This program will be implemented after winter break.

Peer Mediation Mission:

Our mission as peer mediators is to provide a friendly school environment, and to offer students an alternative to seeking adult help in resolving personal problems and conflicts. Peer mediators encourage their classmates to be positive role models, make positive decisions, help give students confidence in themselves, and help everyone feel appreciated.

National Junior Honor Society:

National Junior Honor Society is for 7th and 8th grade students who have proven to be exceptional. Students became eligible by maintaining at least a 3.5 GPA all last year. The students wrote extensive essays as well as performed service hours to be inaugurated into NJHS. Students must maintain their GPA as well as continue with service hours and participate in the once a quarter service project. Our chapter is run by the student elected Board of Officers. The School Counselor meets with the Board of Officers once a week and whole chapter meetings occur once a month.

Parent Education:

School Counselor–led parent education events once a quarter. In the first quarter, the School Counselor hosted a “Coffee with the Counselor” event, where parents learned about the school’s counseling program and how the program supports all students. There was an open forum for parents to voice any concerns or questions they had.

Quarter two usually consists of a parent information night with a detective from Metro discussing social media and how parents can actively keep their children safe in the ever–changing world of social media.

In the third quarter, the School Counselor will host a “Coffee with the Counselor” with the topic of growth mindset, and host a fourth quarter event to discuss upcoming student needs for the summer and next school year.

Who is your target audience and how would use the social worker/mental health professional. *

All Doran Academy of Nevada students across its campuses will receive services from the School Counselors through instruction provided during DAN’s Advocacy class periods as a proactive tool to educate and maintain a safe and respectful learning environment for all students. However, students struggling with specific mental health challenges such as anxiety, depression, or other social and behavioral challenges will receive individualized and small group (where appropriate) targeted services.

In addition to the programs described above, DAN will also consider using its School Counselors to support some or all of the following:

- 1.) Assisting teachers in working with students with known conditions as well as those that are not diagnosed but have significant acting out behaviors through classroom visits, small group discussions and/or workshops to educate teachers/staff on a variety of mental health conditions.
- 2.) Assisting parents in understanding their children's diagnosed mental health concerns. Coordinate parent

meetings and/or parent discussion groups on a variety of topics ranging from medications and behavior management. Speakers in the community (i.e. – psychiatrists) could be included in meetings to address specialty areas especially use of medication and side effects. These types of meetings could, also, be used for parents of students without a diagnosis but whom have serious concerns about their child's behavior and educational status.

3.) Providing information to teachers and school staff as students are transitioned back into school after a mental health hospitalization or with routine medical care. Ongoing follow-up and needed support could be arranged in the school setting between teachers and student with parent/physician input. Sharing of information with classroom teachers is critical in ensuring a positive school experience, monitoring for side effects, etc.

4.) Develop a community resource handout for resources including insurance options, transportation to appointments, medication payments, counseling options, etc.

5.) Meeting weekly with school staff who have concerns about students' mental health and/or behaviors. Look at options for the students, speak with parents and assist teachers in classroom techniques in management of concerning behaviors.

**Assurance Form--MAKE SURE TO CLICK
SUBMIT TO FINALIZE UPLOADING THE
FORM!**

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assurance_doc__doral_academy.pdf
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SECTION IV ASSURANCES

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6. Any remaining balance of funds will not be committed for expenditure after June 30, 2016, and will be reverted to the State General Fund after all payments of money committed have been made.
7. Districts will submit an annual Financial Report.

Signature:

Bridget Phillips

Authorized Representative

12-10-15

Date

Bridget Phillips

Print Name Here

Doral Academy of Nevada

Organization

Budget:

110 days X 6 hours per day = 660 hours

660 X \$37 per hour = \$ 24,420.00

Benefits \$ 9,837.60

Total \$ 34,257.60 per 250 students

The total for Doral is \$102,771 (assuming 1 per campus)

Budget Narrative:

Our budget will exclusively be dedicated towards the hourly wage and benefits of a Social Services Professional as indicated in the Request for Information. We estimate that this funding would start by January 15th, 2016.

East Las Vegas Campus:
3883 E Mesa Vista Way
Las Vegas, NV 89120
(702) 547-5682



Website: www.dcslv.org

Summerlin Campus:
8941 Hillpointe Rd.
Las Vegas, NV 89134
(702) 240-0359

Clark Price

cprice@dcslv.org

Discovery Charter School

430 students

1 Social Worker for 2 sites

\$40/hr

1.20

101 Days of instruction left in identified window

7.0 hours a day

Discovery operates two K-8 campuses that share administration and are considered one school. One campus is in East Las Vegas and has approximately 180 students. The other campus is in Summerlin and has 250 students.

Based on incidents in our first four years of operation our population would benefit from additional support with students and families dealing with issues stemming from family dynamics i.e. divorce, loss, financial issues, etc. We have also had some instances of middle school students dealing with depression and acting out by "cutting" and/or threatening self-harm.

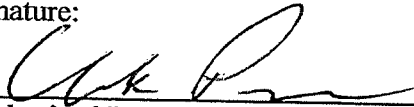
We would use a social worker to provide support for the students and families dealing with these issues. We have done the best we can with our staff in the past but would benefit from a professional working specifically on these problems. A social worker could help families access available resources as well as providing direct support to those in need. A social worker or mental health professional would also be used to provide proactive trainings and informational sessions to our entire community. We would use these sessions to educate our families and help them prepare and deal with issues that may arise.

SECTION IV ASSURANCES

The undersigned provides the following assurances:

1. Through training, professional development and collaboration – all Social Workers and Mental Health Professionals are subject to abiding by the theory of action and mission statement of the Office for a Safe and Respectful Learning Environment.
2. The funding will be utilized to fund the mental health professional. The funds will not be used for any other purpose.
3. The schools and districts funded will administer that Nevada School Climate/Social and Emotional Learning Survey in the spring annually.
4. The district will submit data as requested for the required annual report.
5. If it is determined that a school or district is not implementing the programs or services for which it received money, or does not meet performance levels, a plan of corrective action will be developed and implanted that results in meeting the requirements and/or performance levels.
6. Any remaining balance of funds will not be committed for expenditure after June 30, 2016, and will be reverted to the State General Fund after all payments of money committed have been made.
7. Districts will submit an annual Financial Report.

Signature:



Authorized Representative

12-14-15

Date

Clark Price

Print Name Here

Discovery Charter School
Organization

Budget:

110 days X 6 hours per day = 660 hours

660 X \$37 per hour = \$ 24,420.00

Benefits \$ 9,837.60

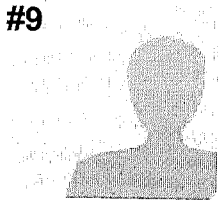
Total \$ 34,257.60 per 250 students

Budget Narrative:

Our budget will exclusively be dedicated towards the hourly wage and benefits of a Social Services Professional as indicated in the Request for Information. We estimate that this funding would start by January 15th, 2016.

#9

COMPLETE



Collector: Email Invitation 1 (Email)
Started: Thursday, December 10, 2015 6:30:35 AM
Last Modified: Thursday, December 10, 2015 8:38:42 AM
Time Spent: 02:08:06
Email: ben.salkowe@equipoacademy.org
Custom Data: None
IP Address: 70.165.8.6

PAGE 1: School Input for Grant Application

Q1: School/Campus Name

Equipo Academy

Q2: School/Campus Contact Information for this Grant

Name

Ben Salkowe

Address

4131 E Bonanza Rd

City/Town

Las Vegas

State/Province

NV

ZIP/Postal Code

89110

Email Address

ben.salkowe@equipoacademy.org

Phone Number

702-885-8805

Q3: Enter your school/campus's total student population.

432

Q4: The state is assuming 1 professional for every 250 students at a school/campus. How many professionals do you plan to hire? This is a whole number--not an FTE.

2

Q5: What is the assumed hourly rate to pay social worker/mental health professional? The state has assumed an hourly rate of \$39 per hour. You may specify a different rate but the state may reduce your award.

39.0

Q6: What is your school's assumed benefits multiplier? For example, if you assume that non-salary compensation and expenses (health, retirement, payroll taxes, etc.) is 20 percent of a salary, you would enter 1.20.

1.4

Q7: How many days of instruction will your school have between January 1 and June 30, 2016? Please include all days when school is in session and when you intend to have a social worker or mental health professional providing services to students.

95

Q8: How long is your school's instructional day?

8.0

Application Narrative

#13

Describe the population of the school. *

Equipo Academy is the first college preparatory public middle and high school serving students in East Las Vegas. Located in the heart of the 89110 zip code, Equipo's site was selected due to its high residential density, its lack of high-achieving secondary schools, and its central location within a concentration of interested families. By the state's most recent school performance framework results, the area North and East of Charleston Boulevard and Pecos Road had a greater concentration of underperforming (one- and two-star) secondary schools than any other corner of the city.

The majority of Equipo's 432 students come from overcrowded elementary schools and underperforming middle and high schools. While the community has one of East Las Vegas's behavior schools and borders a detention center, there were previously no college preparatory or magnet career and technical academies in the zip code and not a single high school rated four or five stars by the State. In short, Equipo serves a population of secondary students who would otherwise begin their educational careers in overcrowded elementary schools, proceed to large, struggling middle schools, and attend failing high schools.

By the numbers, Equipo Academy students identify as predominantly Latino with the majority of students learning English as a second language. Nearly eighty percent of the school's student population has already been deemed eligible for free or reduced-price lunch and efforts continue to obtain complete applications for all remaining students.

Describe the needs of the population, using supporting data. *

In addition to the normal social and mental health needs of a secondary student population — needs related to adolescent family issues, depression, suicide, identity challenges, and interpersonal relationships — the population at Equipo Academy also includes students facing severe poverty, families who are currently or were recently homeless, students who have experienced persistent failure in the educational careers, and families that are concerned about immigration status and eligibility for college admissions and scholarships.

As the first college preparatory public middle and high school serving students in East Las Vegas, Equipo Academy has had to continually innovate and rely on extensive community partnerships to support the needs of all families. It is the belief of our team that this work is not only critical to the success of our students and our instructional program, but that providing access to these resources is our responsibility as members of the East Las Vegas community.

In partnership with Three Square Food Bank, all students now have access to two full, fresh meals each day with afternoon snacks, breakfast on Saturdays, and soon weekly take-home produce boxes. An on-site resource room sponsored by Project 150 supports our most disadvantaged and homeless students with free school and personal supplies, as well as clothing and nonperishables. Working with the Legal Aid Center of Southern Nevada, families are accessing free legal support for immigration and special education cases. Help of Southern Nevada has provided low-cost building materials and fixtures for our families to maintain and continue improving our "gritty" campus as our students work.

Despite all of these resources, however, Equipo Academy has struggled to find a reliable and comprehensive resource for families around social and mental well-being. Some occasional connections to counseling services through UNLV have been leveraged for students in extreme situations, but the school continues to seek a proactive resource to provide students and families at the school site.

Describe how you would propose to use the social worker or other mental health professional to meet the needs of the population. *

Equipo Academy would move quickly to hire, on-board, and start one campus social worker and one mental health professional pending the approval of this grant application. Both professionals would work out of the school's problem-solving and health offices.

The school social worker would be responsible for coordinating access to resources that would empower all students to excel to and through college. The sheer numbers and complexity of each of Equipo's partnerships, the work of ensuring access to all families, and the potential to find even more great partnerships, highlights the need for a campus social worker who can coordinate student access to the many community services listed above. Such an individual would also work to actively identify and support students in need who could benefit from these services but who may otherwise go unnoticed. Additionally, the school social worker would plan events for families and workshops for students to proactively teach positive social skills and problem-solving strategies that can solve common issues or challenges they are seeing across the campus.

When it comes to the areas of mental health, there is a severe need for a community partner or on-site mental health professional. Currently, Equipo Academy contracts with Special Education Support Services to provide one school psychologist for one day each week. While this consulting psychologist was originally intended only to conduct testing for IEP purposes, the school has had to redirect resources to fund additional hours to support a growing number of new students managing personal challenges ranging from depression to severe poverty to past sexual abuse. A campus mental health professional would be responsible for triaging mental health crises — determining which issues could be dealt with on-campus through counseling and which require professional, outside support. This professional would also coordinate ongoing, proactive counseling on-campus to manage preventable mental health crises and maintain working relationships around mental health issues with families. Finally, this individual would plan workshops and quarterly lessons on general mental health practices for the general student population.

Who is your target audience and how would use the social worker/mental health professional. *

The campus social worker and mental health professional will each serve first and foremost to meet the needs of students and their families. Equipo Academy will continue to survey students and families (in addition to state-mandated school climate surveys) to measure the impact of these professionals and to continue collecting data that can guide their work.

As members of the school staff, both professionals will be responsible for participating in all-team meetings, working to improve the overall school climate, and empowering teachers to better serve their students. Practically this means engaging all staff in the delivery of lessons and workshops for students and families and setting up referral systems for teachers to help guide the work of these professionals by recommending students who might benefit from the services that they coordinate.

At the highest level, the school principal will report on the work of these professionals to the Equipo Academy Governing Body and to the state as required under the stipulations of the grant. Equipo Academy anticipates incorporating both professionals as a core component of the school's model for increasing college access in East Las Vegas. It is the hope of the entire team that demonstrating the critical nature of social work and mental health support for successful secondary schools will help ensure continued funding for these important roles in subsequent legislative sessions.

**Assurance Form—MAKE SURE TO CLICK
SUBMIT TO FINALIZE UPLOADING THE
FORM!**

*



assurance_page.pdf

(Moved to Dropbox folder /Assurances)

SECTION IV ASSURANCES

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3. The schools and districts funded will administer that Nevada School Climate/Social and Emotional Learning Survey in the spring annually.
4. The district will submit data as requested for the required annual report.
5. If it is determined that a school or district is not implementing the programs or services for which it received money, or does not meet performance levels, a plan of corrective action will be developed and implanted that results in meeting the requirements and/or performance levels.
6. Any remaining balance of funds will not be committed for expenditure after June 30, 2016, and will be reverted to the State General Fund after all payments of money committed have been made.
7. Districts will submit an annual Financial Report.

Signature:



Authorized Representative

December 5, 2015

Date

Benjamin Salkowe

Print Name Here

Equipo Academy

Organization

Budget:

110 days X 6 hours per day = 660 hours

660 X \$37 per hour = \$ 24,420.00

Benefits \$ 9,837.60

Total \$ 34,257.60 per 250 students

The total for Equipo is \$68,515.20 (assuming 2 based on population)

Budget Narrative:

Our budget will exclusively be dedicated towards the hourly wage and benefits of a Social Services Professional as indicated in the Request for Information. We estimate that this funding would start by January 15th, 2016.

SECTION II NARRATIVE

- **For each school:**
 - **Describe the population of the school.**

The Elko Institute for Academic Achievement (EIAA) is located in Elko, NV. EIAA is a public charter school serving grades Kindergarten through Eighth grade. Our classroom sizes are capped at 22 students per grade. EIAA serves a full spectrum of families from homeless to affluent with all of the continuum in between. Our current enrollment is approximately 185 students.

- **Describe the needs of the population, using supporting data.**

Elko, NV is highly driven by the mining industry. In fact, the mining industry as a whole is the largest employer in our area. As such the majority of EIAA's parents are employed by the mining industry. While the wages are generally good for this type of employment, there are other significant challenges that arise within the families of mining employees that affect their families including their children, and our students. The majority of these issues arise from what is defined by Dr. Ruby Payne as a poverty mindset.

Dr. Payne has researched poverty in depth. She has identified three major causes of poverty. As a staff we have studied Dr. Payne's research and partnered with the NNRPD to ensure we have a comprehensive understanding of how this information pertains to the population we serve at EIAA. The three major causes of poverty identified by Dr. Payne are:

1. Parental Employment, Status, and Earnings
2. Family Structure
3. Parental Education

As we have worked to become familiar with this information we have identified that while many of our mining families earn a very good wage, they are able to do so with little to no education. There are many generations of families in Elko who are mining employees that have not and do not rely on education in order to make a living. In fact a high school graduate can obtain a high paying job with the mines with an excellent benefits package. While the wages are good, the parental education and family structure per Dr. Payne still remain at the poverty level.

Therefore within that mindset, families struggle to meet the needs of their children. Long term planning including the use of time and resources is rare. Value is not placed on education. Additionally the mining industry typically has a high rate of transiency as mines are open or closed at will leaving families without jobs and/or requiring them to relocate. Mining schedules change with miners going from days to nights etc. which can cause a large strain on the household. We regularly have

students that need professional assistance in figuring out how to navigate their own development successfully as parents are not regularly present due to ride buses back and forth and long work hours. When parents are scheduled for night shifts, many children are left to figure things out on their own including proper rest and nutrition, the development of self-regulatory skills, etc. Additionally, we have students who have experienced significantly traumatic events including rape, drug exposure, abuse, neglect, and mental health issues that need professional assistance.

Elko Police Chief Ben Reed spoke about the prolific methamphetamine problem in Elko. One of his Officers, Officer Trouten said, “even the smallest use of meth in a home creates a toxic film over every surface. Children who are taken out of a home with heavy meth use are treated for exposure to hazardous materials. If it’s bad for us, it’s really bad for the child.” Trouten also said a lot of police officers are seeing multi-generational users. They often find themselves arresting the children of users they’ve arrested in the past. Other problems drugs bring into the community are a rise in domestic violence and an increased jail population, Undersheriff Clair Morris said.

The domestic violence is frustrating to Morris, since families and children are involved. He said Nevada has some of the toughest laws in the country on domestic violence, but it’s still a problem.

“I don’t see that improving,” he said. “I wish I knew how to stop it.”

In summary, we have many families and students who are not educated in how to best prepare a child for success; both educationally and in life. EIAA is in desperate need of a licensed professional who can be a part of our team and assist us in creating plans for each of these students. This licensed professional could also provide assistance with students identified on the behavioral spectrum and or on IEP’s. We appreciate whatever support can be designated to assist the students of our school with the myriad of issues mentioned above. We are confident that assisting our students through the guidance of a licensed professional will enhance our ability to maximize achievement for each student.

- **Describe how you would propose to use the social worker or other mental health professional to meet the needs of the population.**
 - **Who is your target audience and how would use the social worker/mental health professional?**

Our target audience will be tiered with students who are most at risk identified as top priority. EIAA’s administration has already created data driven sessions during which time our staff meet in pods and create behavioral and academic plans for every student in our school. The missing component is a licensed professional who can guide our efforts to ensure our students have successful coping mechanisms in place for whatever they are experiencing. This professional can also provide guidance during the tiered process as

well as assist us with gathering data that will be included and considered during the creation of each student plan.

As each plan is implemented the psychologist would continue to observe, gather data, etc., and assist with revising individual plans as needed in order for each student to achieve their maximum learning potential.

SECTION III

BUDGET/EXPENDITURE

- For each school or district proposing to hire a contracted social worker or other mental health professional, submit a budget and budget narrative.
 - LEAs may submit one narrative on behalf of all of their schools if they are planning to share the social worker/mental health professional across their system.
 - The Nevada Department of Education reserves the right to require Local Education Agencies (LEAs) to amend any and all applications before sub-grant awards are approved.
- Although your numbers may vary based on location, determined need, etc. – original budget figures were determined through the following calculations: \$37.00 per hour X 6 hours per day X number of school days, plus benefits.
- Request for Funds may be requested on a monthly basis. Please note that each Request for Funds must ensure that funds are expended in a timely manner and before the end of the grant cycle. These funds will be distributed on a reimbursement system.

Budget:

110 days x 6 hours a day = 660 hours

660 x \$37 an hour = \$24,420.00

Benefits	<u>\$ 9,837.60</u>
	\$34,257.60

Budget Narrative:

Our budget will exclusively be dedicated towards the hourly wage and benefits of a Clinical Psychologist as indicated in the Request for Information. An hourly wage of \$37.00 per hour for the remaining 110 days of school (estimating that this funding would start on our first day back from Christmas Vacation, January 4, 2016) plus benefits was utilized to create our budget.

SECTION IV ASSURANCES

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7. Districts will submit an annual Financial Report.

Signature:

Constance Zell
Authorized Representative

12/11/15
Date

Constance Zell
Print Name Here

ESR
Organization

#8

COMPLETE



Collector: Email Invitation 1 (Email)
Started: Wednesday, December 09, 2015 2:29:45 PM
Last Modified: Thursday, December 10, 2015 8:36:21 AM
Time Spent: 18:06:35
Email: eve.breier@imagineschools.com
Custom Data: None
IP Address: 98.180.229.132

PAGE 1: School Input for Grant Application

Q1: School/Campus Name

Imagine Schools at Mountain View

Q2: School/Campus Contact Information for this Grant

Name	Eve Breier
Address	6610 Grand Montecito Pkwy
City/Town	Las Vegas
State/Province	NV
ZIP/Postal Code	89149
Email Address	eve.breier@imagineschools.org
Phone Number	702-253-0251

Q3: Enter your school/campus's total student population.

610

Q4: The state is assuming 1 professional for every 250 students at a school/campus. How many professionals do you plan to hire? This is a whole number--not an FTE.

1

Q5: What is the assumed hourly rate to pay social worker/mental health professional? The state has assumed an hourly rate of \$39 per hour. You may specify a different rate but the state may reduce your award.

39.0

Q6: What is your school's assumed benefits multiplier? For example, if you assume that non-salary compensation and expenses (health, retirement, payroll taxes, etc.) is 20 percent of a salary, you would enter 1.20.

1.43

Q7: How many days of instruction will your school have between January 1 and June 30, 2016? Please include all days when school is in session and when you intend to have a social worker or mental health professional providing services to students.

110

Q8: How long is your school's instructional day?

7.5

Application Narrative

#12

Describe the population of the school. *

The mission of Imagine School at Mountain View is to positively shape the hearts and minds of our students by providing them with an academically rigorous and content rich curriculum in a learning environment of high expectations for student achievement where character is modeled and promoted with a collaborative community based on trusting relationships.

Imagine Schools at Mountain View (ISMV) is a Kindergarten through Sixth Grade school providing students a strong academic framework and character development skills to ensure they become productive members of society. ISMV relocated into the Centennial Hills area during the summer of 2015. Prior to our relocation we were located in two campuses in the Spring Valley neighborhood from 2011–2015 as a Kindergarten through Fifth grade school. ISMV is a Five Star school, receiving the recognition of a Nevada Highlighted School during the 2014–2015 academic year. Below is information outlining our demographic information for the 2015–2016 academic year.

ISMV Ethnicity

1% Indian

3% Pacific Islander

10% Multiracial

10% Asian

13% Hispanic

26% African American

37% Caucasian

Our Free and Reduced Lunch percentage is approximately 22.7%. Imagine Schools at Mountain View prides itself on our award winning Character Development program. An outline of our growth in this area is provided below. The 2013–2014 school year was the first year that ISMV administered standardized testing with the addition of Third grade students. Below is information related to the performance of students on the CRTs as well as Stanford 10 testing for Kindergarten through Second Grade.

2011–2014, Stanford 10: Reading

Kindergarten: 1.08

First Grade: 1.09, .96, 1.03

Second Grade: 1.09, 1.07

Third Grade: 1.07, 1.04

2011–2014, Stanford 10: Math

Kindergarten: 1.19

First Grade: 1.2, 1.18, 1.18

Second Grade: 1.12, 1.06

Third Grade: 1.14, 1.08

Fourth Grade: 1.16

2012–2014, Nevada CRT: Reading

Third Grade, Exceeds Standards: 40.7, 32.3

Third Grade, Meets Standards: 33.3, 35.5

Third Grade, Approaches Standards: 20.4, 19.4

Fourth Grade, Exceeds Standards: 37.8

Fourth Grade, Meets Standards: 37.8

Fourth Grade, Approaches Standards: 17.8

Fourth Grade, Emergent Development: 6.7

2012–2014, Nevada CRT: Math